



SOFT VETS

Pan-European soft skills curriculum for undergraduate veterinary education – "SOFTVETS"

INTELLECTUAL OUTPUT 4: EVALUATION TOOLS

Intellectual Output 4: Instruction Evaluation Tools

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Univerza v Ljubljani



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Instruction

Target group

Students and teachers

Intention

Intellectual Output 4 provides questionnaire templates, which you could use for collecting feedback from students after listening to a newly designed and delivered course and for teachers after implementing a new or revised course on communication-, digitalisation- or entrepreneurial courses (or any other competence-based course with defined learning outcomes).

Files

- IO4 SOFTVETS Evaluation Questionnaire for Students - Template (word file)
- IO4 SOFTVETS Reflection Questionnaire for Teachers - Template (word file)

Details

The SOFTVETS Evaluation Questionnaire for Students and the SOFTVETS Reflection Questionnaire for Teachers were developed for higher education institutions that aim at evaluating competence-based courses.

The provided files are templates. This means that you can adapt the questionnaires to your needs. Adaptation can be done by filling in information, which is highlighted in red in the template. You can copy

* During the course of our project we have adapted to the updated terminology, according to LifeComp framework, and started using the term "life" instead of "soft" skills in all outputs.

paste the pages on the competences up to the number of competences you aim at fostering in your course. Think about a reasonable number of competences, e.g. the five most relevant competences. You can also delete or add rows when asking for information on the learning outcomes or on teaching and assessment elements. Furthermore, you can adapt the context factors on teaching and learning and add basic demographic questions.

Think about a reasonable time for asking for feedback. E.g. if you do not have a subsequent exam you could dedicate the last hour of your course to filling in the questionnaires. If you have a subsequent exam you can ask for feedback immediately after the exam.

We recommend reporting the feedback of students and teachers and eventually subsequent quality measures to the stakeholders to foster commitment to evaluations in the long term. Please consider: The SOFTVETS Reflection Questionnaire for Teachers can be used in two different ways, either as an additional feedback to the management or as individual reflection for teachers. If you use the Reflection Questionnaire as an additional feedback to the management, the teacher's perspective complements the students' perspective, which can be helpful in developing and implementing quality assurance and improvement measures. If you use the SOFTVETS Reflection Questionnaire for Teachers for individual reflection of teachers the results are not reported to the management and it is up to the teacher if and which quality assurance and improvement measures he or she implements.

You can state in which way you will use the questionnaire in the Reflection questionnaire section under 'Note' by adapting the first bullet point. If you use the Reflection questionnaire for individual reflection only, you can delete the section 'Basic demographic data'.





Teaching and assessment methods

For section two of the questionnaires, which is teaching and assessment methods, think about reasonable elements to receive helpful feedback. Elements could be self-study, video analysis, case scenarios, discussion, multiple choice test, OSCE, etc.

If you feel, that some questions are suitable for teaching elements but not for assessment elements, please divide the section into two and add the questions separately for teaching and for assessment elements.

Data confidentiality

We recommend to use the feedback data in alignment with your local regulations. Add this information in the introduction section of your adapted questionnaires.

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